

CADREI

Characteristics

Council of Academic Deans from Research Education Institutions



A Report Based on the 2002

Professional Education Data System
of the American Association of
Colleges for Teacher Education
and the National Council for
Accreditation of Teacher Education

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Introduction

The American Association of Colleges for Teacher Education (AACTE) is the sole national organization that represents the institutional interests of university-based teacher education programs. Specifically, AACTE represents more than 770 schools, colleges, and departments of education and affiliate organizations that produce more than two thirds of the nation's new school personnel each year.

One of the Association's primary goals is to contribute to the knowledge base on teacher education by conducting surveys on topics of critical interest, publishing scholarly papers, and collecting information that assists users in the study of education policy, especially as it relates to the quality preparation of educators. In addition, AACTE and the National Council for Accreditation of Teacher Education (NCATE) cosponsor the Professional Education Data System (PEDS), which annually collects and examines data on the productivity, demographics, and financial resources of AACTE and NCATE member institutions.

Council of Academic Deans From Research Education Institutions¹

Within the AACTE membership, many schools are also members of the Council of Academic Deans from Research Education Institutions (CADREI), which holds the following objectives:

- Get serious about standards for both students and teachers.
- Reinvent teacher preparation and professional development.
- Fix teacher recruitment and put qualified teachers in every classroom.
- Encourage and reward knowledge and skills.
- Create schools that are genuine learning organizations.

This report provides selected data for the CADREI member institutions from the 2002 PEDS report, which collected data on the 2000-2001 academic year. Of the 662 AACTE members that completed the survey, 120 institutions (18.1%) indicated that they were affiliated with CADREI. Data used for this report is based on these 120 institutions and is organized into four subsections: (a) Student Enrollment; (b) Degrees Conferred; (c) Professional Educational Faculty; and (d) Technology and Distance Education.

Student Enrollment

Undergraduate students are defined in PEDS as those enrolled in a 4- or 5-year bachelor's degree program, associate's degree program, or a vocational or technical program below the baccalaureate level. Graduate students generally hold a bachelor's degree or first professional degree, or equivalent, and are taking courses at the postbaccalaureate level.

Table 1 shows the total number of students enrolled in all fields at the 120 institutions by race/ethnicity and gender. In this study, each student is counted in only one race/ethnicity group. For the 2000-2001 academic year, CADREI institutions reported enrollment of more than 1.5 million undergraduates and a half million graduate students. Slightly more than half of both the undergraduate and graduate students were women. The racial/ethnic composition of the graduate and undergraduate population was also similar at both levels. Whites constituted the largest percentage, followed by African Americans, Hispanics, Asians, and American Indians. Only nonresident aliens had a much stronger showing at the graduate level: They were nearly 18% of the graduate students but less than 3% of the undergraduate population.

¹ Note: These data are based on information submitted for the 2002 PEDS report and do not reflect the entire membership of CADREI.

Table 1. Institution-Wide Enrollment by Race/Ethnicity and Gender, 2000-2001

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	(%)	N	(%)	N	%
White	623,516	35.12	676,332	38.09	1,299,848	73.21	138,626	26.74	183,943	35.48	322,569	62.23
African American	64,412	3.63	98,085	5.52	162,497	9.15	10,885	2.10	23,410	4.52	34,295	6.62
Hispanic	42,540	2.40	57,787	3.25	100,327	5.65	8,622	1.66	13,591	2.62	22,213	4.29
Asian/Pacific Islander	45,995	2.59	48,406	2.73	94,401	5.32	9,717	1.87	12,152	2.34	21,869	4.22
American Indian/ Alaskan Native	7,219	0.41	10,290	0.58	17,509	0.99	1,310	0.25	2,350	0.45	3,660	0.71
Nonresident alien	25,451	1.43	19,653	1.11	45,104	2.54	58,004	11.19	34,205	6.60	92,209	17.79
Race unknown	27,609	1.55	28,211	1.59	55,820	3.14	10,029	1.93	11,533	2.22	21,562	4.16
Total	836,742	47.13	938,764	52.87	1,775,506	100	237,193	45.76	281,184	54.24	518,377	100

Table 2 shows the percentage of the overall student body enrolled in *education programs* at the 120 institutions by race/ethnicity and gender. Almost 200,000 undergraduate and graduate students enrolled in education programs, representing some 9% of the total enrollment. A greater percentage of graduate students than undergraduates and a greater percentage of women than men enrolled in education programs. The racial/ethnic group with the greatest percentage enrolled in education programs at the undergraduate level was Hispanics; at the graduate level, African Americans.

Table 2. Percentage of Student Body Enrolled in Education Programs by Race/Ethnicity and Gender

Race/ethnicity	Undergraduate			Graduate			Total student body
	Male	Female	Total	Male	Female	Total	
White	3.33	9.81	6.70	12.12	24.95	19.44	9.23
African American	5.32	6.71	6.16	21.23	29.27	26.72	9.74
Hispanic	5.93	11.14	8.93	13.47	24.22	20.05	10.95
Asian/Pacific Islander	1.07	3.36	2.24	5.50	14.12	10.29	3.76
American Indian/Alaskan Native	4.20	8.79	6.89	16.87	29.70	25.11	10.04
Nonresident alien	0.70	1.81	1.18	2.22	7.99	4.36	3.32
Race unknown	2.84	5.99	4.43	10.35	22.55	16.88	7.90
Total	3.40	8.94	6.33	9.85	22.68	16.81	8.70

Table 3 presents a breakdown of the education enrollment by race/ethnicity and gender. Three in four education students at both undergraduate and graduate levels are women, and about the same number are White. African Americans comprise the second largest group, followed by Hispanics.

Table 3. Education Enrollment by Race/Ethnicity and Gender

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
White	20,734	18.45	66,373	59.05	87,107	77.49	16,805	19.29	45,886	52.66	62,691	71.95
African American	3,427	3.05	6,586	5.86	10,013	8.91	2,311	2.65	6,853	7.86	9,164	10.52
Hispanic	2,522	2.24	6,437	5.73	8,959	7.97	1,161	1.33	3,292	3.78	4,453	5.11
Asian/Pacific Islander	490	0.44	1,627	1.45	2,117	1.88	534	0.61	1,716	1.97	2,250	2.58
American Indian/ Alaskan Native	303	0.27	904	0.80	1,207	1.07	221	0.25	698	0.80	919	1.05
Nonresident alien	179	0.16	355	0.32	534	0.48	1,285	1.47	2,734	3.14	4,019	4.61
Race unknown	783	0.70	1,689	1.50	2,472	2.20	1,038	1.19	2,601	2.99	3,639	4.18
Total	28,438	25.3	83,971	74.7	112,409	100	23,355	26.8	63,780	73.2	87,135	100

Table 4 presents the means and standard deviations by race/ethnicity and gender of undergraduate and graduate students majoring in education at CADREI institutions. On average, more White undergraduate and graduate students were enrolled in education than non-White students. Further, African American education students, on average, were the largest non-White group enrolled in education programs. Additional analysis is needed to determine whether any differences by race and gender are statistically significant.

Table 4. Education Enrollment by Race/Ethnicity and Gender—Means and Standard Deviations

Race/ethnicity	Undergraduate				Graduate			
	Male		Female		Male		Female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
White	173	194	553	618	142	118	389	340
African American	29	61	55	90	20	25	58	80
Hispanic	21	119	54	271	10	22	28	66
Asian/Pacific Islander	4	10	14	36	5	11	15	35
American Indian/Alaskan Native	3	6	8	18	2	4	6	19
Nonresident alien	1	4	3	6	11	17	23	37
Race unknown	7	20	14	31	9	24	22	57

Degrees Conferred

Tables 5 and 6 report the number of CADREI students, by race/ethnicity and gender, who earned bachelor's degrees in early childhood, elementary, and secondary education.

Early childhood or pre-elementary/ kindergarten teacher education programs prepare individuals to teach students ranging in age from infancy through 8 years (Grade 3) and, depending on the school system or state regulations, may include preparation to teach all relevant subject matter. The overwhelming majority of the 1,500 early childhood bachelor's degrees awarded in 2000-2001 went to women; men received just over 4% of the degrees. Three out of every four degrees were awarded to Whites.

Elementary teacher education programs prepare individuals to teach students in the elementary grades, which may include kindergarten through Grade 8 but, depending on the school system or state regulations, could include preparation to teach all elementary subject matter. Of more than 10,000 elementary education bachelor's degrees, nearly 9 in 10 went to women, and 8 in 10 went to Whites.

Secondary teacher education programs prepare individuals to teach students in the secondary grades, which may include Grades 7 through 12, depending on the school system or state regulations. These pro-

grams may include preparation to teach a comprehensive curriculum or specific subject matter. Compared to the early childhood and elementary education programs, there was greater gender parity in the 1,200 degrees awarded for secondary education in 2000-2001—about 41% went to men. More than half of the secondary-level bachelor's degrees were awarded to Whites, and Hispanics earned about 28%.

Table 5. Bachelor's Degrees Conferred in Early Childhood, Elementary, and Secondary Education by Race/Ethnicity and Gender

Race/ethnicity	Early childhood						Elementary						Secondary					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	40	2.66	1,104	73.45	1,144	76.11	844	8.01	7,579	71.89	8,423	79.89	279	23.13	379	31.43	658	54.56
African American	15	1.00	123	8.18	138	9.18	92	0.87	500	4.74	592	5.62	13	1.08	35	2.90	48	3.98
Hispanic	2	0.13	60	3.99	62	4.13	71	0.67	642	6.09	713	6.76	115	9.54	221	18.33	336	27.86
Asian/Pacific Islander	2	0.13	25	1.66	27	1.80	12	0.11	119	1.13	131	1.24	27	2.24	34	2.82	61	5.06
American Indian/ Alaskan Native	0	0.00	10	0.67	10	0.67	31	0.29	218	2.07	249	2.36	6	0.50	5	0.41	11	0.91
Nonresident alien	0	0.00	1	0.07	1	0.07	2	0.02	12	0.11	14	0.13	3	0.25	3	0.25	6	0.50
Race unknown	11	0.73	110	7.32	121	8.05	68	0.64	353	3.35	421	3.99	55	4.56	31	2.57	86	7.13
Total	70	4.66	1,433	95.34	1,503	100	1,120	10.62	9,423	89.38	10,543	100	498	41.29	708	58.71	1,206	100

Table 6 presents information on the students who received a bachelor's degree in English, mathematics, or science education.

Over three quarters of the 827 English education degrees in 2000-2001 were awarded to women. Whites earned 77% of the degrees, followed by African Americans, Hispanics, Asians, American Indians, and non-resident aliens. The race/ethnicity is unknown for about 10% of the students earning English education degrees. In mathematics education, more than one third of the 459 bachelor's degrees went to men. Whites earned 8 in 10 of the degrees. In science education, men earned 45% of the 196 bachelor's degrees, and 86% of the degrees went to Whites.

Table 6. Bachelor's Degrees Conferred in English, Mathematics, and Science Education by Race/Ethnicity and Gender

Race/ethnicity	English						Mathematics						Science					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	151	18.26	486	58.77	637	77.03	144	31.37	230	50.11	374	81.48	82	41.84	86	43.88	168	85.71
African American	12	1.45	54	6.53	66	7.98	3	0.65	18	3.92	21	4.58	0	0.00	7	3.57	7	3.57
Hispanic	5	0.60	19	2.30	24	2.90	6	1.31	18	3.92	24	5.23	1	0.51	4	2.04	5	2.55
Asian/Pacific Islander	0	0.00	10	1.21	10	1.21	3	0.65	4	0.87	7	1.53	0	0.00	0	0.00	0	0.00
American Indian/ Alaskan Native	2	0.24	2	0.24	4	0.48	0	0.00	0	0.00	0	0.00	0	0.00	3	1.53	3	1.53
Nonresident alien	1	0.12	1	0.12	2	0.24	0	0.00	1	0.22	1	0.22	0	0.00	0	0.00	0	0.00
Race unknown	20	2.42	64	7.74	84	10.16	12	2.61	20	4.36	32	6.97	6	3.06	7	3.57	13	6.63
Total	191	23.10	636	76.90	827	100	168	36.60	291	63.40	459	100	89	45.41	107	54.59	196	100

Professional Education Faculty

Professional education faculty teach one or more education courses, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit. This group includes individuals from outside the professional education unit who are directly involved in providing the services listed above but does not include K-12 teachers unless they hold faculty rank.

Full-time faculty or instruction/research staff are those employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with release time for research. *Part-time faculty* are defined as those who teach less than two semesters, three quarters, two trimesters, or two 4-month sessions and include part-time instructors. *Adjunct faculty* members have an occasional or temporary affiliation with the unit and perform a duty or service in an auxiliary capacity.

More than 14,000 professional education faculty taught at the 120 CADREI institutions as of November 1, 2002. Table 7 presents data on the employment categories of the professional education faculty by gender and race/ethnicity. The total numbers of faculty represented by gender and by race/ethnicity do not match because race/ethnicity is not always reported. Additional analysis is needed to determine whether any differences in race/ethnicity among faculty are statistically significant.

Table 7. Professional Education Faculty by Gender and Race/Ethnicity

		Full-time faculty		Part-time faculty*		Adjunct faculty		Total	
		N	%	N	%	N	%	N	%
Gender	Male	3,709	25.52	928	6.38	1,395	9.60	6,032	41.50
	Female	4,237	29.15	1,563	10.75	2,703	18.60	8,503	58.50
	Total	7,946	54.67	2,491	17.14	4,098	28.19	14,535	100.00
Race/ ethnicity	White	6,396	44.49	1,874	13.03	3,027	21.05	11,297	78.58
	African American	727	5.06	173	1.20	257	1.79	1,157	8.05
	Hispanic	399	2.78	120	0.83	116	0.81	635	4.42
	Asian/ Pacific Islander	198	1.38	35	0.24	36	0.25	269	1.87
	American Indian/ Alaskan Native	61	0.42	15	0.10	13	0.09	89	0.62
	Nonresident alien	63	0.44	34	0.24	9	0.06	106	0.74
	Race unknown	160	1.11	141	0.98	523	3.64	824	5.73
	Total	8,004	55.67	2,392	16.64	3,981	27.69	14,377	100.00

* Part-time faculty does not include adjunct faculty.

Table 8 presents the means and standard deviations of the professional education faculty members across the 120 institutions. On average, each institution has 36 full-time women and 32 full-time men on the education faculty.

Table 8. Professional Education Faculty by Gender and Race/Ethnicity—Means and Standard Deviations

		Full-time faculty		Part-time faculty*		Adjunct faculty	
		Mean	SD	Mean	SD	Mean	SD
Gender	Male	32	21	8	12	12	24
	Female	36	24	13	22	23	40
Race/ ethnicity	White	55	40	16	26	26	47
	African American	6	8	1	3	2	4
	Hispanic	3	13	1	5	1	3
	Asian/Pacific Islander	2	3	0	1	0	1
	American Indian/Alaskan Native	1	1	0	0	0	0
	Nonresident alien	1	1	0	1	0	0
	Race unknown	1	10	1	6	4	20

* Part-time faculty does not include adjunct faculty.

Technology Education

The 2002 PEDS instrument collected information about technology requirements at each institution, including expectations for teacher candidates in the following areas: (a) delivery, development, prescription, and assessment of instruction; (b) problem solving; (c) school and classroom administration; (d) educational research; (e) electronic information access and exchange; and (f) personal and professional productivity. The data submitted by the 120 responding CADREI institutions are presented in Table 9.

Table 9. Technology in Teacher Education

Teacher candidate technology requirements	N	%
Deliver instruction using various technologies	65	59
Use various technologies as course requirements	39	35
No specific technology requirement	4	4
Other	3	3
Education faculty technology use	N	%
Required to incorporate various technology into their courses	14	13
Most incorporate various technology into their courses	82	74
Some incorporate various technology into their courses	13	12
Other	2	2
Professional development in technology in local K-12 school district	N	%
Has formal arrangement to provide professional development opportunities in technology to teachers	53	73
Provides occasional professional development opportunities in technology to teachers	49	8
Provides no professional development opportunities in technology to teachers	9	1

Distance Learning

Information about the number of distance learning courses offered to graduate and undergraduate students was also reported in the 2002 PEDS survey. *Distance learning* refers to education or training courses delivered to remote (off campus) locations via video (live or prerecorded) or computer technologies. Courses conducted exclusively on campus or exclusively via written correspondence are not considered distance learning. The definition also does not include courses in which an instructor travels to a remote site to deliver instruction in person.

Table 10 shows the means and standard deviations of the distance learning courses and programs offered across the 120 CADREI respondents for 2000-2001.

Table 10. Distance Learning—Means and Standard Deviations

Distance learning	Undergraduate		Graduate	
	Mean	SD	Mean	SD
Courses offered	7	16	25	52
Enrollment	130	375	363	716
Programs offered	<1	1	1	3